DOCUMENT RESUME

ED 069 979 AC 014 033

TITLE	Student's Handbook: Advanced General Education Program. A High School Self-Study Program.
INSTITUTION	Manpower Administration (DOL), Washington, D. C. Job Corps.
REPORT NO	PM-431-SH
PUB DATE	Nov 69
NOTE	23p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Programs; *General Education; *Guides; *High Schools; *Independent Study; Literary Criticism; Mathematics; Natural Sciences; Self Expression; Social Studies; Tests

ABSTRACT

An advanced General Education Program has been designed to prepare an individual with the information, concepts and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a Student's Handbook. (CK)

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PM 431-SH

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

STUDENT'S HANDBOOK

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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INTRODUCTION

This manual is for your use in taking the Advanced General Education program to prepare you for the high school equivalency test. The manual explains how the materials you will use are put together and tells you how to use them.

With this manual and the help of your instructor, you will be able to set out on the road that leads to the single most important piece of paper you can have when you go to look for a good job—a high school equivalency certificate.

YOU AND HIGH SCHOOL EQUIVALENCY

Once you leave high school, you can't get a high school diploma unless you return to school, pick up where you left off, complete your studies and graduate. However, if you study on your own, there is a way to earn a certificate that says what you have learned is equal to the knowledge of high school graduates. This certificate is called the high school equivalency certificate. You may earn it by taking the General Educational Development tests, often referred to as the GED tests.

You are now beginning a program that will help you to learn the things a high school graduate knows. You are on your way to earning that equivalency certificate. This certificate will mean a lot to you when you look for a job. As you probably know, many employers require a high school diploma or its equivalent.

Earning this certificate means more than a good chance of getting a good job. This certificate shows that you have learned some important things about the world around you. It shows that you can think things out for yourself. A certificate stands for these things because the GED tests find out what you have learned on your own. They find out if you can think about questions and problems.

The story that follows tells you what the GED tests meant to a hero of World War II.

At the end of World War II, Paul Mason returned to the United States. He'd joined the army when he was eighteen. He didn't have a high school diploma. Naturally, this didn't mean he was stupid. As a matter of fact, he was very smart, and he knew how to think under pressure. His good thinking eventually made him a sergeant.

Long before the end of the war, Paul's company was surrounded by enemy forces. They were deep in the woods and had very few supplies. It looked like this was it. The men could see no way of escaping. The only hope was an air attack on the enemy. But if Paul radioed for help, his men might be bombed along with the enemy. He made a quick decision and sent the message. When he got the signal that an air patrol was coming, he and his men piled in a trench and covered themselves for safety.

The patrol dropped small bombs on the area and the enemy retreated. Most of his company escaped and Paul was awarded a medal.

Paul returned to the United States a hero. He wondered what was in store for him. Well, he knew one thing - he knew he could take care of himself. And, he knew what he wanted - a job, a place of his own, and a family. He decided to try to get a salesman's job. During the war he learned that he had a way with people. People liked him and he liked them. He wanted a job that would let him meet a lot of people.

Paul wanted to be a car salesman. He'd always liked cars. So, he found a company willing to train him. Then he found out that he had to have a high school diploma first. For a moment, he was discouraged. How could he go back to school? All the kids in high school were so much younger than he was. The man at the car sales company advised him to take the GED tests. Paul did.

He didn't pass them the first time. But he understood why. He had trouble reading them. There were long passages on almost every subject he could think of. Many of the words in these passages he had never seen before.

I'm sure you know how Paul felt. You've probably taken tests like the GED tests. Those long reading passages aren't easy.

He went to night school and studied math, science, social science and literature. He worked hard at improving his reading. In less than a year, Paul was working for the car sales company. He had earned his high school equivalency certificate.

Hundreds of men who came back from the war have stories like Paul's. That is how the GED tests came about - to give World War II veterans the same chances as the boys who stayed home and finished high school and college.

The GED tests still exist, not only for veterans but for all Americans who have not completed high school. Do you know that more than half of all adults haven't finished high school? But a lot learn in other places, on our own. That's because we see that education makes sense. If I didn't know how to read the names on a map, how could I drive to Chicago this summer? If you didn't know how to count your money, how would you know whether or not you had enough cash to see a movie or buy some razor blades?

A lot of us didn't stay in high school for four years. But, the people who provide the GED tests believe that education is for everyone - in whatever form they can get it. They know you learn just by living.

The GED tests give you another chance. This program was planned so that you, **can have that chance. You have a lot of work ahead of you. You will learn new subjects and new ideas. Perhaps the most important thing you will learn is how to read carefully, how to understand what you read, and how to think about what you read.**

Your first lessons are on words. You will not be given lists of words to memorize. You will be shown how to figure out the meanings of words. There are several ways to derive the meaning of an unfamiliar word from what you already know. These skills will help you in your reading. Strange words won't look so strange. Of course, there are some words, such as felicitations, that will still look very unfamiliar. A word like that you may have to look up in a dictionary. No clues for figuring that one out, unless you speak Spanish.

As you go through this program, you will understand many new words. You will be able to read with greater understanding. Still, once in a while you may come across a word you don't know. It may not be explained in the lesson, and you have no clues for figuring out its meaning. Then we hope you will look it up in the dictionary. There aren't many words like that in the program, but we may have put in a word or two you don't know.

You have started your work in the **Advanced General Education program. We sincerely wish you luck.**

UNITS AND THEIR PARTS

The materials you will study in this program are grouped into UNITS. The parts of a Unit are as follows:

1. Screening Test --At the beginning of each Unit is a Screening Test to find out how much you already know about the subjects covered in the Unit. Your instructor or an assistant will score your test. If you do well enough, you will not have to take the Lessons in the Unit, but can skip ahead to the Unit Test at the end of the Unit.

2. Lesson Booklets--Each Unit includes several Lesson Booklets. The Lesson itself is a group of facts or ideas about one subject. For example, you might have a lesson on history that tells you about the American Revolution. In most of the booklets, the lesson is followed by a review, and at the end of the booklet there is a mastery test to see how much you have learned. After you have taken the mastery test for a lesson, you will get the Students' Answer Keys book to mark and score the test. When you have finished, you should take your scored answer sheet with the lesson booklet to your instructor. He will tell you whether you can go on to the next lesson or whether you need additional work or a few pointers on the lesson you have finished.

3. Unit Test--The Unit Test is the final test over all the Lessons in a Unit. When you have finished a Unit Test, you will take it and the sheet of notepaper on which you have written **your answers to your** instructor. He will mark your test and help you with the areas where you may have had some trouble.

The answer keys for all the Mastery Tests in the Program are printed in one book, the Students' Answer Keys. You will have to know the booklet number and title of the lesson you are working on and use the table of contents in the Students' Answer Keys book. Your instructor may have to help you with the first few lessons until you get the hang of using these books.

ABOUT THE TEACHING METHODS

The lessons you are going to take are set up in a way that will make it easier for you to learn things than most other lessons you have had. We believe that these methods are best for ALL students and are sure that many schools will be using them in the future.

The new method is based on asking you many, many questions. These are NOT test questions. They are learning questions. When you answer a learning question, you can check your answer right away and find out how much you have learned and understood from your reading. You will find that answering questions will keep information in your mind much better than reading without having questions to answer. Always check your answers against the correct answers given. Try to figure out why you missed a question. If you can't understand why, ask your instructor.

You will also find that the material in these lessons is broken down into easy-to-read paragraphs. People can remember better when they are not given too much to learn at once.

After each lesson, you will be given some TEST QUESTIONS, so that you can see how well you remember. These are different from the LEARNING QUESTIONS you answered during the lessons. Test questions do NOT have the answers alongside them. They are a check for you and your instructor on how much you have learned.

This is a special edition of the lesson materials. DO NOT write any answers in the Lesson Materials or Tests even if these instructions tell you to. All answers will be written on separate sheets of lined notebook paper. This is necessary since other students will be using these same books after you have finished with them.

VOCABULARY AND THE GED

As you know, the lessons you will be taking are meant to help you take the GED exams. In these lessons, you will find many words that you are expected to know by the time you take the GED.

Here are some of the ways in which important words are given to you to learn:

1. Vocabulary Skill Lessons
2. Vocabulary Frames
3. Asterisked Words
4. Summary Sheets

Each of these will help you in a different way. They will be explained in the following pages.

1. Vocabulary Skill Lessons

When you finish these lessons, you will know the meanings of a great many words. There will be more words to learn than you can possibly memorize. There is another way of learning word meanings than memorizing long lists of words. You will learn how to look at a great many words which you have never seen before and GUESSING at their meaning. If you carefully study the VOCABULARY SKILLS LESSONS, you will find that you can be quite sure of the meanings of many words you will see on the final exams you have to take.

You will become even better at this if you do the following:

> When you see a new word, try to guess at its meaning. After you have taken a guess, look up the word in a dictionary. If you were not correct, try to see how you might have figured out the meaning of the word by looking at it. Remember, it is often misleading to figure out a word when it is not in a sentence. The sentence a word is in gives you valuable clues about the word's meaning.

2. Vocabulary Frames

Vocabulary frames will help you to learn something about important words you come across in the lessons. Try to memorize the words listed under VOCABULARY FRAME as best you can.

Some vocabulary frames will show you how a word can be used in different kinds of sentences so that you will see how the meaning of the word can change a little, without losing the original idea of the word.

Other vocabulary frames will show you good ways of remembering a word. For example, they will show you how to look for parts of a large word which will help you to remember what the word means.

Pay careful attention to any vocabulary frame. It will save you a great deal of time later.

In some cases, you may wish to make a note of a vocabulary frame word. You can ask for blank pages and write down these words in order to keep them in your Student Manual.

3. The Asterisk

In many lessons, you will find that some words have a mark after them that looks like this: *

That mark is called an "asterisk". That name comes from the word ASTER which means "star". The aster-isk looks something like a star.

When you see an asterisk placed after a word, it means you should look at the bottom of the page for an explanation of the word.

Here is a word with an asterisk: toxic*

Now look at the bottom of this page for the meaning of that word.

The meanings of these words are given to you to help you understand the sentence in which they are used. In some cases, you may wish to write them down in the blank pages of your manual so that you can study them later.

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*The word TOXIC means "poisonous".

4. Summary Sheets

Many of the lessons you will do are provided with summary sheets.

The summary sheets list the important words you should remember from that lesson.

These words will be placed on the left-hand side of the page. On the right-hand side of the page will be definitions of the words and, in many cases, examples of how the word is used.

You will be able to review the lessons by going over your summary sheets. You can hide the definitions with your hand and try to guess them from the word you see. Or, you might hide the word, and try to guess what word the definition is about.

Either way, you will find this an interesting way to study and review for the final exams. Be sure to review the Lesson Summary Sheet before you take the Mastery Test.

If you would like to write down any notes of your own to look at later, ask the coordinator for some blank paper. You can place it in your notebook and write on it.

Remember to ask for blank pages for your use.

You will be able to review any word you wish if you write down the word and its meaning.

In some cases you may wish to write down a vocabulary word or a word that has an asterisk after it.

Many of the words may seem clear to you when you look them up in your dictionary, but later on you may find that you do not remember what they mean. You can help yourself by writing down the word and its meaning and reviewing it before you forget it.

REMEMBER: the more words you know, the better your chances of achieving a passing score on the GED exams.

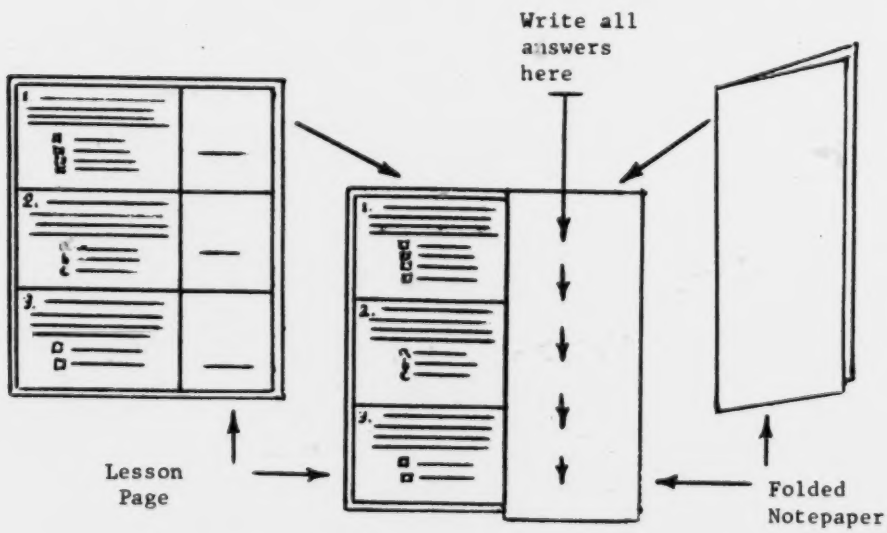
REMEMBER: Do NOT write your answers in the Lesson or Test Booklets.
Write all answers on a separate sheet of lined notebook paper.

You are about to begin the first lesson of the program to prepare you for the GED tests. The reading you will do in this course is not like ordinary reading. These lessons are written in a special way, using a method called programmed instruction.

As you take these lessons, you will be asked simple questions about what you are reading. These questions are not a test. They are just there to help you learn easier and faster. In fact, no one else will even read your answers. You may wonder, then, how you will know whether your answers are correct. The way you will know is by checking the answers yourself. The answer to each question is given in the column on the right side of each page, next to each question.

Remember that you will not be writing on the lesson booklets. All of your answers will be written on a separate sheet of paper. The drawings below show how you can use a separate sheet of paper to cover the answers on the right side of each lesson page. You will write your answers on this sheet of paper. When you have finished a page in the lesson booklet, slip the notepaper into position under the page before you turn it, so you will not see the answers on the new page.

NOTE! NOTE! NOTE! NEVER LOOK AT THE CORRECT ANSWERS UNTIL AFTER YOU HAVE WRITTEN YOUR ANSWER ON THE SEPARATE SHEET OF PAPER. IF YOU "CHEAT" YOU ARE ONLY "CHEATING" YOURSELF AND SPOILING YOUR CHANCES OF PASSING THE GED.



A. Place the folded note paper over the answers

HOW TO USE THESE LESSONS:

You should read all the information that is written on a page, and answer all of the questions that are asked.

For example, CHOOSE the correct answer to the question below. Then write your answer on the separate sheet of paper that is covering the correct answers. DO NOT LOOK UNDERNEATH THE PAPER AT THE RIGHT.

Which of these people is not real?

- ☐ Elizabeth Taylor
- ☐ Lyndon Johnson
- ☐ Mickey Mantle
- ☐ Superman

Superman

When you come to a line drawn across the page, you have come to the end of a frame. That means you should stop reading, and check to see if your answers are correct.

You do this by moving that sheet of paper straight down. The arrow at the bottom of this frame should be pointing to the top of the separate sheet of paper.

B.

If you moved your paper straight down, you will see the correct answer to the question above. Be sure the paper is still covering the answers to the questions below.

Where can you find the correct answers to the questions you will be asked in these lessons? Write your answer(s) on the separate sheet of paper.

- ☐ at the bottom of each frame
- ☐ at the end of each lesson
- ☐ on the back of each piece of paper
- ☐ under the flap at the right

under the flap at the right

You have now finished the last frame on this page. Lift the separate sheet of paper and check your answer. Then go on to the next page.

V. Did you cover the answers? Remember that it will not help you to cheat. Since you are not being graded on your answers to the lessons, you will only cheat yourself by looking ahead at the answers. You will learn much better by making your own answers first, and THEN checking to see if they were right. That way, you will do better on the Mastery Test than you would if you cheated. WRITE a T next to each of the following statements that are true, WRITE an F next to those that are false, Write the "T" and "F" on the folded notepaper. _____ You will be given a mark on each lesson. _____ You will take a test after each lesson. _____ You will learn better if you do not cheat. _____ Cheating will give you a better grade on the lessons. _____ Cheating is likely to give you a lower grade on the Mastery Test.	F T T F T
W. You are ready to begin the first lesson in this course. From now on you must remember to always write your answers on the separate sheet of folded notepaper that covers the correct answers. Never write in the lesson book. If some of the instructions tell you to write on the frame, DO NOT follow them. Remember, you must write on the folded notepaper. If you still have any questions about how to use the lessons, ask your teacher now. When you are sure you know how to use Programmed Instruction, ask the teacher for the first Screening Test.	

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C. Place the folded notepaper over the answers

Everything written above a black line is called a frame. You should read all the information in a frame, and answer all the questions in it, before you check to see if your answers were right. REMEMBER, do not write in this book, write all answers on the folded notepaper.

When should you move the paper down?

- ☐ at the end of each frame, when you get to a black line
- ☐ at the end of each page
- ☐ at the end of each question

at the end of each frame, . . .

D. Write your answer on the folded notepaper

When should you turn the page?

- ☐ at the end of each frame
- ☐ at the end of each question
- ☐ at the end of the last frame on the page

at the end of the last . . .

E.

Sometimes you will find frames that do not ask any questions, like this one. In these cases, you will be told that no answers are necessary, and that you should go right on to the next frame. The bottom of these frames will look like this:

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

T. Did you use the folded notepaper? These lessons are not tests. You will not be given a grade on the lessons. There is no time limit, so you should take as much time as you need to finish each lesson. When you have finished a lesson, you will take a short quiz on the material you have studied. This is called a Mastery Test. If you do not pass the Mastery Test, you must take the lesson over again if you score less than 60%. If you want to pass the Mastery Test so you will not have to take the lesson again, you should: ☐ read through the lessons as quickly as possible ☐ try to figure out why you missed questions ☐ ask your teacher for help when you cannot figure out your mistakes	try to figure out why you . . . ask your teacher for help . . .
U. It is very important for you to finish a frame before you look at the answers for that frame. You should write your answers before looking at the answer column. These lessons were written to help you learn quickly and easily. They will work best if you use them the way they are supposed to be used. Why should you answer all the questions in a frame before looking at the answer column? ☐ because it will help you get a better grade on the lesson ☐ because you will learn better that way	because it will help you . . . because you will learn . . .

F. Did you place the folded notepaper over the answers? After you finish a frame, you check to see if your answers were right. You do this by moving your page down so that the answers can be seen. Look at the answer column for the frame at the top of this page. Compare the answer there with your own answer. When you finish a frame and move up the page, where can you find the correct answer? ☐ at the bottom of the page ☐ on the right hand side of the paper	on the right hand side . . .
G. Most of the questions will ask you to write the answers that are correct. In questions like that, you must read every single choice. There will often be more than one correct answer. So you must decide for each choice whether or not it is a right answer. THEN you write your answer on the folded notepaper. For example, which of the following are types of fruit? ☐ apples ☐ carrots ☐ oranges ☐ peaches	apples oranges peaches
H. When a question asks you to write the correct answer: ☐ more than one choice may be correct ☐ only one choice can be correct	more than one choice . . .

S. Did you cover the answers?

These lessons are written so that you won't make very many mistakes. Most of the time, your answers will be the same as the ones in the answer column. But if your answer is not the same as the one given in the answer column, you should make sure you understand why the answer in the answer box is the right one. This is what you should do if you make a mistake:

1. Look back at the frame, to see if you can figure out why your answer is not correct.

2. Make a note right on the paper, saying something like "This frame is unclear." Your comments will help the writers to make the lessons better.

3. If you do not understand your mistake, ASK your instructor to explain the frame to you.

When you understand the frame, you should go on to the next frame. But don't worry about having made a mistake. The answers are only there to help you.

What should you do if your answer and the one in the answer column are not the same? Write your answer(s) on the folded notepaper.

- ☐ go right on to the next frame
- ☐ try to figure out why you missed the question — try to figure out why you . . .
- ☐ call your teacher over if you cannot figure out why your answer is wrong — call your teacher over . . .
- ☐ write a note on the paper saying it is confusing — write a note on the frame . . .
- ☐ worry!

I. Did you place the folded notepaper over the answers?

Why should you read all of the choices when a question asks you to write the correct answer?

- ☐ because each choice may be correct
- ☐ because you learn by reading every choice

because each choice . . .

J.

Other frames might ask you to MATCH two columns. One column has blanks before it. You fill in each blank with a letter from the first column. For example, MATCH these two lists. The first one is done for you. Write your answers on the folded notepaper.

Type of transportation	Where it is used	
A. airplane	1. B, C, F land	
B. automobile		
C. bicycle	2. _____ water	D, E
D. boat		
E. submarine	3. _____ air	A
F. train		

K.

Some matching questions will have extra items in one list. In those cases, you will need to use all of the letters or numbers. For example, MATCH these two columns: Write your answers on the folded notepaper.

A. bow-wow	1. _____ pig	1. D
B. meow		
C. moo	2. _____ bird	2. F
D. oink		
E. squeak	3. _____ dog	3. A
F. tweet		
	4. _____ cat	4. B
	5. _____ cow	5. C

R. Did you cover the answers?

This frame contains examples of the signs you just learned about. READ the following paragraph and answer the questions below it by writing on the folded notepaper.

1 Programmed Instruction is different from
2 conventional (ordinary) reading. It contains
3 questions and answers which help the student
4 to learn the material more efficiently*.

What does the word conventional mean?

- ☐ boring
- ☐ conversational
- ☐ difficult
- ☐ usual

usual

If a job is done efficiently, it:

- ☐ contains a lot of mistakes
- ☐ costs a lot of money
- ☐ is done quickly, without much difficulty
- ☐ requires many questions and answers

is done quickly, . . .

What is the name of the type of learning talked about in the paragraph above? (See line 1.) Write your answer on the folded notepaper.

Programmed Instruction

*Efficiently means "in a short period of time, and with very little effort".

L. Did you place the folded notepaper here? →

Sometimes a question will ask you to write down an answer. In most of these cases, your answer should be exactly the same as the one you find in the answer column.

For example, COMPLETE this sentence by writing in the correct word on the folded notepaper. Do NOT write on this page.

An animal that barks is called a _____.

dog

M.

Sometimes the answer column will give an answer and then say "or equivalent response". This means that your answer doesn't have to be exactly the same as the one given, as long as it is equal to it. In other words, an equivalent response is:

- ☐ an answer similar to the correct one
- ☐ the same answer as the one in the correct answer box
- ☐ a wrong answer

an answer similar to the . . .

N.

Other types of questions might ask you to do things like CIRCLE an answer, or UNDERLINE a part of a sentence. Or you might be asked to LABEL a drawing by writing down the names of its parts. You won't have trouble with any of these questions if you simply read the directions carefully. Then answer on the folded notepaper.

Now let's review what you've learned so far. Put a T next to each of these statements that are true. Put an F next to those that are false. Write "T" or "F" on the folded notepaper.

_____ All pages have two frames.	F
_____ A black line across the page tells you when you have reached the end of a frame.	T
_____ In questions where you are asked to check off the correct answer, there will be only one correct choice.	F

CLOSE THE BOOKLET AND TURN IT OVER TO CONTINUE THE LESSON.

O. Did you cover the answers? Before you actually begin the lessons, you should know what some of the signs used in the lessons mean. Sometimes you will see a star like this after a word: *. The star tells you to look at the bottom of the frame for another star. There you will find an explanation of what the word means. What should you do when you come across a word that has a * after it? Write your answer on the folded notepaper. ☐ continue reading without paying attention to the star ☐ look at the bottom of the frame to find out exactly what the word means ☐ look the word up in a dictionary	look at the bottom . . .
P. Sometimes, instead of using a *, a word will be explained right in the same sentence. In these cases, the explanation may be set off from the rest of the sentence by curved lines, called parentheses, that look like this: ( ). When you see a set of parentheses (curved lines) within a sentence, they: Write your answer on the folded notepaper. ☐ contain an explanation of what the word or phrase before them means ☐ tell you to look at the bottom of the page for the meaning of the word or phrase before them	contain an explanation . . .
Q. Sometimes the curved lines will contain directions, instead of a definition. For example, they might tell you to look at a certain line. Remember write all of your answers on the folded notepaper. Curved lines contain: ☐ definitions ☐ directions ☐ both of the above ☐ neither of the above	both of the above

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